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ABSTRACT

The Kindergarten Screening Instrument consists of five sub-scales and attempts to screen for possible difficulty in the areas of distant vision, hearing, eye-hand coordination, language learning, and gross motor performance. In response to many requests for follow-up activities after screening, this manual was prepared by Volunteers in Public Schools and the Department of Basic Skills of the Houston Independent School District. All of the activities in this manual have been used successfully in recent years by the Elementary and Secondary Education Act Title I Project HEART teachers. The activities cover each of the five areas of screening. The activities in the vision section are designed for the development of visual perception, visual discrimination, visual memory, eye tracking, and eye movement patterns. Activities in the hearing section are used to develop listening skills, while activities in the eye-hand coordination develop muscular control and manual dexterity. The language development activities include a list of children's books whose illustrators have been awarded the Caldecott Medal and the runners-up from 1938 through 1976; and a variety of classroom cooking activities. Gross motor activities provided ample opportunity to move, explore, manipulate, and discover. (Author/BB)

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FOLLOW-UP ACTIVITIES

for the

HISD KINDERGARTEN SCREENING INSTRUMENT

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FOLLOW-UP ACTIVITIES

for the

HISD KINDERGARTEN SCREENING INSTRUMENT

Prepared by

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Margot Cater, Chairperson, Kindergarten Screening 1976

* * * * *

from activities developed by Project HEART Teachers

* * * * *

under the direction of

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HOUSTON, TEXAS 77027

1976

INTRODUCTION

This manual is presented to you by Volunteers in Public Schools and the Department of Basic Skills in response to many requests for follow-up activities after kindergarten screening. All the activities in this manual have been used successfully in recent years by the E.S.E.A. Title I Project HEART teachers. The activities cover each of the five areas of screening: vision, hearing, eye-hand coordination, language-learning, and gross motor coordination.

As little time was available for producing the manual for this kindergarten inservice, it is presently a working copy. In order to revise the manual in accordance with your suggestions, VIPS would appreciate your filling out the opinionnaire on the following page. Please return the opinionnaire to the VIPS Office, Route 10, by February 15, 1977, so a more complete manual can be prepared for September, 1977.

Margot Cater

Margot Cater
Chairperson, Kindergarten Screening 1976

Lelia Buerger

Lelia Buerger
Co-chairperson, Kindergarten Screening 1976

Opinionnaire

Did you use this manual? Check one.

- Very often _____
- Often _____
- Occasionally _____
- Not at all _____

Rating by individual sections:

	Extremely Helpful	Somewhat Helpful	Don't Know	Not Helpful	Did Not Use
Vision:	5	4	3	2	1

List most helpful activities in this section by number.

List least helpful activities in this section by number.

Hearing:	5	4	3	2	1

List most helpful activities in this section by number.

List least helpful activities in this section by number.

Eye-Hand:	5	4	3	2	1

List most helpful activities in this section by number.

List least helpful activities in this section by number.

Language Learning:	5	4	3	2	1

List most helpful activities in this section by number.

List least helpful activities in this section by number.

Gross Motor:	5	4	3	2	1

List most helpful activities in this section by number.

List least helpful activities in this section by number.

Comments and Suggestions: How can this manual be improved? What activities can be added? Which ones should be deleted?

Please complete and return to the VIPS Office, Route 1b, by February 15, 1977.

TABLE OF CONTENTS

	Page
VISION	1
Visual Perception Skills	2
Visual Discrimination Skills	4
Visual Memory	5
Eye Movement Patterns (Suspendable Ball Activities)	7
Eye Tracking Activities	9
HEARING	11
EYE-HAND COORDINATION	15
LANGUAGE DEVELOPMENT	23
Supplement to Language Development, Literature in the Classroom	35
Cooking in the Classroom	41
Without Heat	44
With Heat	47
GROSS MOTOR	53

VISION

The Kindergarten Screening Instrument measures only visual acuity. Referrals are to be followed up by the school nurse. However, in the classroom we deal with the perceptual development and the eye-movement patterns of the child. Many of these activities overlap into other developmental areas.

The activities in this section are designed for the development of visual perception, visual discrimination, visual memory, eye tracking, and eye-movement patterns. Other activities may be found in curriculum bulletins:

75CBM52, Teaching in the Kindergarten
74CBM27, A Supplement to Mathematics K-6
75CBM19, Basic Reading Skills K-3
71CBM2, Art Resource Bulletin
69CBM8, Health K-3

VISION
VISUAL PERCEPTION SKILLS

OBJECTIVE: The child will match objects by color, size, shape and features.

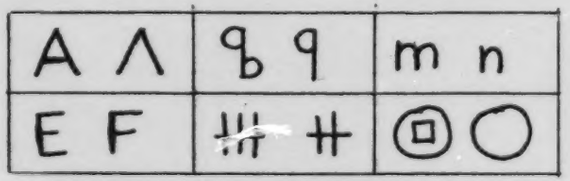
MATERIALS	ACTIVITIES
1. Familiar objects: buttons, pegs, coins, etc.	The teacher gives the child a button box and the child finds all the buttons that are exactly alike. This activity can be varied by using an assortment of familiar objects such as pegs, coins, wrapped candy, etc.
2. Construction paper squares (eight basic colors)	The teacher holds up a piece of construction paper in one of the eight basic colors and asks the children who are wearing that color to stand.
3. Six pieces of colored construction paper (red, yellow, blue, green, orange, purple)	The teacher gives each child six pieces of different colored construction paper; when the teacher holds up one color, the children hold up the same color.
4. Different shapes, sizes or pictures	The teacher may vary the above activities or similar ones using shapes, sizes or pictures.
5. A set of three items in which two are alike	The child finds two like items in a set of three items (two forks and one spoon; two cups and one plate, etc.).
6. Twelve pairs of construction paper mittens	The teacher makes 12 pairs of construction paper mittens of the same color with a different decoration on each pair. After the mittens are scrambled, the child finds the matching pairs.
7. Picture of a clown, outlines of a clown's face	The teacher will have a completed picture of a clown. She gives each child an outline of the clown's face and the corresponding facial features. The child makes his/her picture look like the teacher's completed picture.
8. Bingo cards Hap Palmer records	The children play color or shape bingo. If available, use Hap Palmer records, Math Readiness - Just Like Yours and Learning Basic Skills II - Triangles, Circles.

MATERIALS	ACTIVITIES
9. Spinner board and objects	The teacher uses a spinner board to designate an object the child is to pick up.
10. Peg board and pegs	The child copies a rectangle that is completed on another peg board. (Peg board activities are numerous and can be created to fit the pupil's need.)
11. Parquetry patterns and shapes	The child uses parquetry patterns and shapes to copy designs.
12. Colored construction paper circles, muffin tin, colored beads	The teacher puts a different color paper circle in each cup of a muffin tin. The child puts a corresponding colored bead into the cup.

VISION

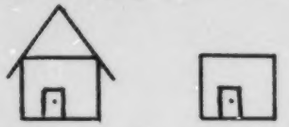
VISUAL DISCRIMINATION SKILLS

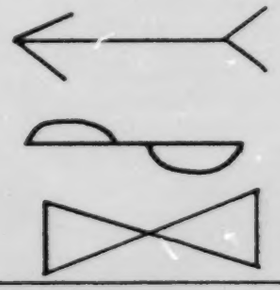
OBJECTIVE: The child will distinguish between likenesses and differences of colors and their shades, selected objects, printed symbols, and words.

MATERIALS	ACTIVITIES
1. Color chips in two shades of familiar colors	The teacher gives each child color chips in two shades of a familiar color. The children hold up the light or darker shade upon request.
2. Sesame Street record	The teacher uses the Sesame Street song and activity about "which of these things is not like the other?" The children respond.
3. Five objects of which four are alike	The teacher places five objects on a table (four books and one pencil or four crayons and one eraser). The children pick out the ones that are alike and tell how they are alike, and how one differs from the other objects in the set.
4. Sets of paired words	The teacher gives the child sets of paired words: is if any tan girl spool in it ant pan gill spoon The child uses a mask to allow one set of words to be exposed and tells how the words are different.
5. Different colored lollipops or other objects	The teacher places colored lollipops on a table in front of the children. The teacher asks the child to hold up the different colors. This can be done with a variety of objects.
6. Individual worksheet	What is missing? (Make the one on the right like the one on the left.) 

VISION
VISUAL MEMORY

OBJECTIVE: The child will reproduce from memory various figures, actions and instructions.

MATERIALS	ACTIVITIES
1. Chalkboard or paper	The teacher shows a simple drawing on chalkboard or paper. The child completes the drawing on a piece of paper with same drawing partially reproduced. Example: 
2. None	The teacher pantomimes motions that the children are familiar with and asks the children to identify them. Examples: combing hair, patting the dog, eating, putting on shoes, etc.
3. Chalkboard and peg board	The teacher draws a figure on the chalkboard. The figure is erased and the child reproduces the drawing.
4. Optional: colors	Three children are placed in front of the room. A child, using complete sentences, names the children, naming from left to right. The child turns his back to the three children, and tells in order who is sitting in the chairs. Variation: Use of colors or other objects.
5. Seeds	The teacher plants a seed, describing each step thoroughly and simply. (Such as, "First you dig a hole.") The children recall each step in sequence. Variation: Prepare simple recipes and recall steps, such as with popping corn, making instant pudding, etc.
6. Egg cartons Beads	Each child is given an egg carton. The teacher puts beads according to shape or color in the holes. The pupil goes to his desk and places the beads in the same sequence. (If the child forgets, he can go back and look--or can check himself.)

MATERIALS	ACTIVITIES
7. Outdoor slide	The children are on the playground. Someone performs one action, such as sliding down a slide; another child describes the action. As children progress, two or more actions are performed and the children reply in sequential order.
8. Pictures of objects from a store	GOING ON A SHOPPING TRIP: Pictures of objects from a store are available. A child chooses an object; as he selects his object, he repeats the objects picked before his. As the number of objects increases, the child may be helped by naming the object of the first child.
9. Five small objects, i.e., chalk, peg, paper clip, button, bead, etc.	The teacher gives a child five small objects which can be enclosed in the hand. He gives them to other children sitting in a circle who hide them behind their backs. The child gets the objects back by correctly associating objects with children and asking specific children for specific objects. When he correctly names an object, the child gives it to him. He continues until he has all of the objects. Another child is chosen to have his turn, and the game continues.
10. Six color squares (two red, two blue, two yellow) Three for teacher and three for child	The teacher shows a child a flash card for five seconds. Say, "First this, then this, then this." Remove card. Say, "Make one just like mine." Child reproduces the sequence from memory using the color squares.
11. Three response cards 	The teacher says, "I'm going to show you a card with a design on it. After I turn the card over, you draw one just like the one on the card." Show child the card for five seconds.

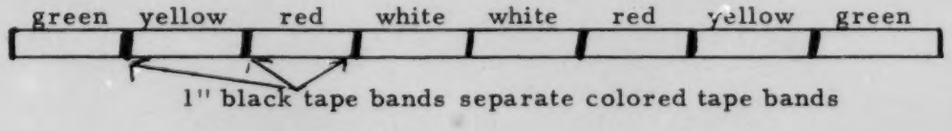
VISION

EYE MOVEMENT PATTERNS: SUSPENDABLE BALL ACTIVITIES * See directions below.

OBJECTIVE: The child will control a suspended ball on command, i.e., right hand, left hand, either hand, etc.

MATERIALS	ACTIVITIES
1. Suspended ball	The child stands facing the ball and bats the ball in any manner, using slow, measured movements. The ball is under control at all times. (The teacher can hold up one hand and have the child bat the ball to her hand.)
2. Suspended ball	The child bats the ball with a fist. The ball is under control at all times.
3. Suspended ball	The child bats the ball with the palm of the hand.
4. Suspended ball	The child alternates hitting the ball with the right and left hands.
5. Suspended ball	The child hits the ball with the left hand. The ball is under control at all times. The child follows the ball with his eyes.
6. Suspended ball	The child hits the ball with the right hand. The ball is under control at all times. The child follows the ball with his eyes.
7. Suspended ball	The child will hit the ball with alternate hands on command. (The instructor will call left and right and the child will respond by hitting the ball as directed. The closer the ball is to the child when the command is given, the faster he is required to discriminate left from right.

* Directions for making suspendable ball and bat. This is a 36" dowel, 1" in diameter, wrapped with various colors of tape in the order shown.



VISION

EYE MOVEMENT PATTERNS: SUSPENDABLE BALL ACTIVITIES

MATERIALS	ACTIVITIES
8. Suspended ball Visual control bat	The child will hit the colored ball on command.
9. Suspended ball	The ball is lowered to a point where it can be easily kicked. The child kicks the ball following the patterns outlined in numbers 1-8 (generalized by changing the height of the ball).
10. Suspended ball	The child will hit the ball with the toe, instep and outside of the foot.
11. Suspended ball	The child moves back to a point where the ball will swing to chest level. The child hits the ball karate style, using the side of the hand. The child also moves around and hits the ball.
12. Suspended ball	The child will hit the ball with the elbows by clapping the hands together behind the head.

VISION
EYE TRACKING ACTIVITIES

OBJECTIVE: The child will (1) follow the ball with both eyes working together, and (2) focus both eyes on common objects (pencil, pen, chalk, paper clip, etc.).

MATERIALS	ACTIVITIES
1. 10" ball	The teacher rolls a 10" ball from side to side about 20 inches in front of the child. The child's eyes are to follow the ball.
2. 6" ball	Repeat the same procedure as in number 1 with a 6" ball.
3. Pinkie ball	Repeat the same procedure as in number 1 with a pinkie.
4. Eight to ten common objects	Play Name It: The child and teacher sit facing each other with 8 to 10 small, common objects (pencil, pen, chalk, pin, paper clip, button, etc.) lying between them. As the teacher holds the object about 20 inches to the side, the child should focus on it, then name it. Meanwhile, the teacher holds another object to the opposite side. The child then finds it with the eyes and names it. Continue until all articles are named. The teacher should maintain rhythmic pick-up of the objects.
5. Eight to ten common objects	Play Name It, increasing the speed of the pick-up and the numbers of objects.
6. Blackboard, chalk, pencil	Play Round Trip: Seat the child about 12 feet in front of the blackboard, on which you have drawn a geometric or animal form. Ask the child to hold the pencil about 12 inches in front of his nose. Focus on the tack, look and name the figure that has been drawn on the blackboard. Return the focus to the tack. The child should make about 15 round trips at a steady pace.
7. Blackboard, chalk, pencil	Play Round Trip as described in number 6, but have the child gradually move the pencil in closer to the nose until it is about 4 inches from the nose.

HEARING

Kindergarten screening is concerned with the physical hearing of the child. Those referred are followed up by the school nurse. The classroom teacher's concern is with auditory discrimination and development.

As a prelude to the aural discrimination of words and word elements, it is helpful for the child to have many listening experiences. Activities, which develop listening skills, help the child toward a greater sensitivity in distinguishing differences and similarities between sounds in words.

Activities in this section are for developing listening skills. Other activities may be found in curriculum bulletins:

75CBM52, Teaching in the Kindergarten
71CBM5, Music K-1
75CBM19, Basic Reading Skills K-3
75CBM7, Physical Education - Kindergarten
74CBM19, English Language Arts, K-2
72CBM3, Bilingual Kindergarten Instruction Resources Units
75CBM43, Spanish in the Elementary School K-6

HEARING

OBJECTIVE	ACTIVITY	MATERIALS	DIRECTIONS
. The child will: Follow a single verbal command given by another child.	Command game	None	One child stands in a circle and calls another, saying, "Hello, Jack," to another child in the circle. He then gives a verbal command such as, "Raise your hand." If Jack correctly follows the instructions, he changes places with the child in the middle.
. Follow oral directions given by teacher.	Following directions	Colored paper (cut into circle, triangle, square, etc.)	Colored paper, cut in various forms such as circle, triangle and square is placed on the floor of the classroom. The teacher gives directions such as: "Bounce the ball twice on the orange paper." "Jump once on the triangle." "Hop on the square." "Walk slowly back to the seat beside Johnny and give the ball to him."
. Listen to a whispered message and act out the request.	Messenger	None	The teacher chooses a child to be the "messenger" and whispers a message to the pupil, such as, "Take off one shoe." "Turn around three times." The "messenger" chooses a child to receive the message and whispers the message to this child. The child who receives the message acts out the message. The other children guess the message aloud. When the children master the game, they can make up their own messages.
. Listen to sound made by three objects (rattle, bell, paper) and tell which sound came first, second, third.	Which sound came first?	Noise-making objects (i.e., bell, rattle, sandpaper, paper, wooden blocks to hit together)	Start with three objects on the table. The teacher holds up one object and asks if anyone knows what it is called and what it does. Pass all three around and let each child use each object. The teacher says, "I am going to make three noises. First, I will shake this rattle, then I will ring the bell, and last I will tear the paper." Make the noises in that order. "What noise did you hear first, next and last?" Give other examples. Add new objects and increase the number used (i.e., clapping, stamping, tongue clicking). The teacher asks the children to cover their eyes with their hands and has them listen carefully to more noises and then has them make the same noises.

OBJECTIVE	ACTIVITY	MATERIALS	DIRECTIONS
5. The child will: Recognize a sound common to the classroom while blindfolded.	What do you hear?	Common classroom objects which make noise	The teacher directs the children to close their eyes or put their heads down or use blindfolds. She makes a noise: sharpening a pencil, turning on a light, knocking on a door, closing a window, dropping a block, writing on the chalkboard. Have the children identify the sounds. Each child should be able to identify four out of six sounds.
6. Identify verbally the sounds they hear outdoors.	Listening to outdoor sounds	None	The child will identify traffic sounds (horn, motor sounds, brakes screeching), footsteps (walking, running), sounds on the playground (laughing, yelling, screaming), dogs barking, birds singing, weather sounds, etc.
7. Recognize his classmates' voices by naming the child.	Tell me who you hear	One blindfold	The teacher instructs one child to stand, blindfolded, in the middle of the circle. Another child says, "I like to play games." The child in the middle points to and names the child who spoke. If the child who is "it" guesses correctly (or misses three times), another child becomes "it."
8. Match a sound given by the teacher (such as quack-quack, tick-tock, honk-honk, etc.) to its picture.	Match the sound to its picture	Pictures of animals, cars, trucks, trains, clocks, etc.	The child will select the picture matching the sound you make, from four or five pictures placed at the front of the room.
9. Follow verbal directions for distribution and collection of different color balloons.	Balloon game	Enough red, yellow, green and blue balloons for certain size group	The teacher helps each child blow up and tie a balloon. Each child tells the color of his balloon. The teacher gives a direction for each child to follow, such as, "Bring me the red balloons." "Give Sally the yellow ones." Directions are given to smaller groups, such as, "The girls each get a green or yellow balloon." Finally, directions are given to individual children, such as, "Trina, trade with Sam." Or, "Albert, bring me your ballon."

HEARING

OBJECTIVE	ACTIVITY	MATERIALS	DIRECTIONS
10. The child will: Tell what animal you are referring to by listening to the name of the sound it makes.	Who is coming to my party?	None	The teacher says to the children, "Today, I'm having a party, and I want you to tell me who is coming. I have invited a "Meow," a "Bzzzz," and a "Neigh." After the children have determined who is coming to the party, add other animal voices.
11. Perform exercises to rhyming directions.	Listen and do	None	During exercise or music time, the teacher presents rhyming directions, i.e., "Stand tall and face the wall." "Jump high and reach the sky." "Catch a fish; put it in a dish." "Put on a hat; walk like a cat." "Spin around; touch the ground."
12. Listen to his own voice and those of his classmates and tell who is speaking.	Who is it?	Tape recorder	The teacher tape records the children's voices as they share experiences and replays the tape for the entire class. The children guess who is talking.

EYE-HAND COORDINATION

The development of eye-hand coordination, muscular control, and manual dexterity are essential to performing later tasks related to reading and writing.

The manipulative center is the special place where carefully selected materials are placed to encourage the development of eye-hand coordination, hand, wrist and finger control, and fine motor skills. Many materials in other learning centers, as well as art, music, rhythms, and finger plays also provide good activities for development of these skills.

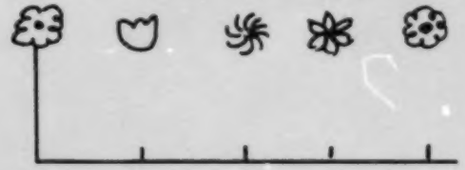
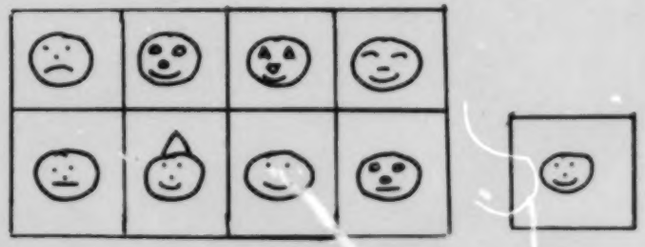
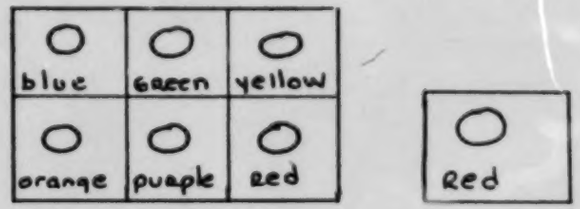
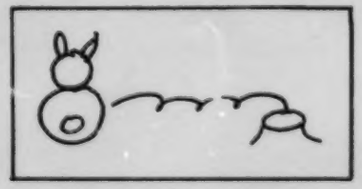
The activities in this section are presented for the development of eye-hand coordination. Other activities may be found in curriculum bulletins:

71CBM2, Art Resources Bulletin K-3
74CBM19, English Language Arts K-2
75CBM52, Teaching in the Kindergarten
75CBM7, Physical Education - K

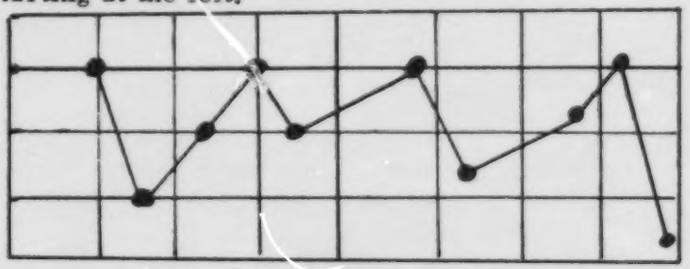
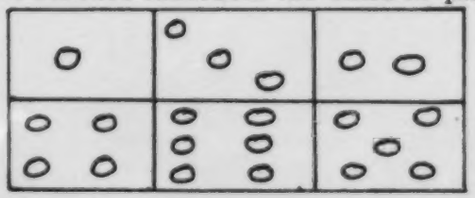
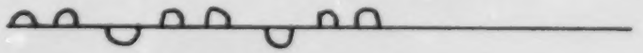
EYE-HAND COORDINATION

	OBJECTIVE	ACTIVITY	MATERIALS	DIRECTIONS
1.	The child will: Open and close fingers simultaneously.	Finger exercise	None	The teacher instructs the child to open and close the fingers of both hands simultaneously at least seven times within ten seconds.
2.	Use either hand to place pegs in a pegboard.	Pegboard exercise	Pegboard and pegs	The teacher instructs the child to pick up ten two-inch pegs, one at a time, and place them in a pegboard hole at least 12 inches away, using the thumb and index finger of either hand, without error or hesitation.
3.	Hold chalk properly while drawing.	Chalkboard exercise	Chalkboard and chalk	The teacher instructs the child to hold chalk properly with (1) left and (2) right hand while scribbling on the chalkboard.
4.	Hold a pencil or crayon properly when drawing.	Pencil or crayon exercise	Paper and pencil or crayon	The teacher instructs the child to hold a regular pencil or crayon properly while scribbling on paper.
5.	Catch three different size objects from a distance of 10 feet.	Catching[1]	Small pillow 6" rubber ball Bean bag	The teacher instructs the child to catch with his hands three different size objects when each is thrown underhand from a distance of 10 feet, three to five attempts.
6.	Throw at a target and catch the ball on the rebound.	Throw and catch[1]	10" or 12" rubber ball	The teacher instructs the child to throw a ball against a two-foot wall target and catch it after it strikes the floor one time, at least three of five attempts.
7.	Draw two circles simultaneously on the chalkboard.	Drawing circles simultaneously[1]	Chalkboard and chalk	The teacher instructs the child to draw two well rounded, closed circles on the chalkboard using both hands simultaneously.

EYE-HAND COORDINATION

OBJECTIVE	ACTIVITY	MATERIALS	DIRECTIONS
8. The child will: Draw a vertical line between two designated areas.	Vertical line games	Master board and wipe-off crayon	The teacher instructs the child to draw a line from top to bottom. 
9. Match identical faces by placing individual cards on master board.	Match the faces	Master board and individual cards	The teacher instructs the child to match faces. 
10. Match colors by placing individual card on matching color.	Match the colors	Master board and individual cards	The teacher instructs the child to match colors. 
11. Draw a line from left to right.	Rabbit game	Master board and wipe-off crayons	The teacher instructs the child to help the rabbit hop to his hole. 

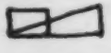
EYE-HAND COORDINATION

OBJECTIVE	ACTIVITY	MATERIALS	DIRECTIONS
12. The child will: Draw a line from left to right.	Line game	Master board and wipe-off crayon	The teacher instructs the child to trace the lines to the dots, drawing from left to right.
13. Connect the dots in sequence from left to right.	Dot game	Master board and crayon	The teacher instructs the child to draw from one dot to the next, starting at the left. 
14. Place a bean on each circle in left to right progression.	Bean game	Master board and beans	The teacher instructs the child to place a bean on each circle. 
15. Complete the pattern identical to the pattern given.	Pattern game	Master Board and crayon	The teacher instructs the child to complete the pattern. 

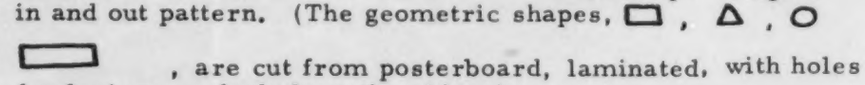
EYE-HAND COORDINATION

OBJECTIVE	ACTIVITY	MATERIALS	DIRECTIONS
16. The child will: Reproduce a pattern on the peg-board and follow verbal instructions for making pattern.	Peg board activities[2]	Two peg boards and 100 pegs of different colors	The teacher instructs a child to: 1. a. "Make a red row across the top; now remove them." b. "Make a green row on the right side; now remove them." c. "Make a green row along the left side; now remove them." d. "Make a row across the bottom; now remove them." e. "Make a row down the middle; now remove them." 2. "Copy a square that is completed on the other peg board." 3. "Copy a rectangle that is completed on the other peg board." 4. "Reproduce a square that has been drawn on the blackboard." 5. "Reproduce a rectangle that has been drawn on the blackboard." 6. "Look at a square on the other peg board; remove the completed form; reproduce the square on own peg board." 7. "Copy a form from another peg board in which the square or rectangle is placed in the (a) center, (b) upper left, (c) upper right, (d) lower left and (e) lower right quadrant of the peg board." 8. a. "Make a red row from this corner (point to any) to this corner (point to diagonally opposite corner)." b. "Make a green row from this corner to this corner (point to opposite corners of those used in a.)" c. "Make a diagonal red line anywhere on the board using eight pegs." 9. "Copy a triangle that is completed on another peg board." 10. "Copy a diamond that is completed on another peg board." 11. "Reproduce any form after it has been removed from sight." (Present the four figures in different quadrants.)

EYE-HAND COORDINATION

OBJECTIVE	ACTIVITY	MATERIALS	DIRECTIONS
16. The child will: (Continued)			12. "Copy two figures side by side: or or which are completed on another peg board." 13. "Copy figures which are interlocking or  ." 14. "Look at a figure which is drawn on the chalkboard and is made up of two forms; erase the drawing; reproduce the drawing on the peg board." 15. "From box containing all pegs, pick out only those of one color, using preferred hand. Use other hand." 16. "From box containing all pegs, pick out those of one color, using only thumb and index finger. Preferred hand and then the other." 17. "From box containing all pegs, pick out only those of one color, using only thumb and middle finger." 18. "From box containing all pegs, pick out only those of one color, but place pegs randomly in peg board holes."
17. Manipulate scissors with enough control to cut on a line.	Fringe cutting	Scissors and art paper	The teacher instructs the child to cut fringe. If some children have difficulty, draw straight lines for them to cut to make the fringe.
18. Explore textures by rubbing various surfaces with crayon.	Crayon prints (rubbings)	Crayons and newsprint or bark or wood or screen wire, etc.	The teacher instructs the child to explore textures by rubbing with the flat of a dark-colored, unpeeled crayon on newsprint or other thin paper over textured surfaces such as bark, wood grain, screen wire, etc.

EYE-HAND COORDINATION

OBJECTIVES	ACTIVITY	MATERIALS	DIRECTIONS
19. The child will: Trace sandpaper numerals (1-10) and reproduce numeral on paper, chalkboard or in sand.	Tracing sandpaper numerals	Sandpaper numerals (1-10)	The teacher instructs the child to trace numerals with finger, then reproduce in sand or on paper.
20. Thread laces in holes in sequential in and out pattern	Threading laces	Threading boards and laces	The teacher instructs the child to lace each shape using an in and out pattern. (The geometric shapes,  , are cut from posterboard, laminated, with holes for lacing punched along the sides.)

1 - Developed by Target P.A.C.E.
2 - Developed by Physical Education Department and staff

LANGUAGE DEVELOPMENT

Language development is vital to intellectual growth, social development, and academic success. Language-learning overlaps every other subject area of the kindergarten curriculum. The kindergarten teacher can provide many meaningful learning situations that involve language stimulation and verbal interaction in a positive environment.

Children entering school differ greatly in their ability to speak English. Those who speak another language need an instructional approach which accepts and uses the child's own language for instructional purposes and provides further experiences appropriate to the development of English as a second language.

The activities included in this section are just a "ripple on the water" of the many that are available to you. Other activities may be found in the Curriculum Bulletins listed below.

75CBM52, Teaching in the Kindergarten
74CBM27, A Supplement to Math K-6
75CBM19, Basic Reading Skills K-3
74CBM19, English Language Arts K-2
Bilingual Bulletins
720, Texas Educational Agency Bulletin, Oral Language Development in Early Childhood Education
74CBM2, Career Awareness K-2
69CBM8, Health K-3
71CBM5, Music K-1
72CBM3, Instructional Resource Units - Bilingual Kindergarten
75CBM43, Spanish in the Elementary School K-6
74CBM8, Spanish Language Resource Book

LANGUAGE

OBJECTIVE	ACTIVITY	MATERIALS	DIRECTIONS
The child will: Follow one step, two step and three step commands in sequence.	Command performance	Four items, i.e., chair hat mitten eraser	Three or four children are adequate for a relay row. Place everyday items (a chair, hat, mitten, eraser) in a line ahead of the relay row. Give the first child in the row a command series. "Sit on the chair. Put on the cap. Jump over the mitten." After he completes the series he runs back to his team, taps the next player in line, and goes to the end of the line. Give the second child a different command series which involve the same objects. "Walk around the chair, jump over the cap, put on the mitten, take off the mitten." Continue until each child has had an opportunity to perform a command series. Gradually increase the number of commands in a sequence.
Remember and verbalize words in sequence.	Vegetable soup	None	Vegetable Soup (or other food categories). The teacher asks: "How many of you like vegetable soup? Can you name some of the vegetables that we use in making soup? Good, you named quite a few. Now, let's play a game to see how well you can remember the vegetables that are used in soup. We will play the game this way. The first person will say, "I made some vegetable soup. In my soup I put some tomatoes." The next person will say that and add another vegetable to the soup, "I made some vegetable soup. In my soup I put some tomatoes and beans." The next person will add one more vegetable.
Listen to stories and tell what happened.	What is it?	None	What is it? Tall ears, twinkly nose, Tiny tail, and - hop, he goes. What is he? Can you guess? I feed him carrots and watercress. His ears are long, his tail is small, And he doesn't make any Noise at all! Tall ears, twinkly nose, Tiny tail, and - hop, he goes. The poem is about_____. (a rabbit) The rabbit has tall_____. (ears) He had a twinkly_____. (nose) He has a tiny_____. (tail) He gets fed_____. (carrots and watercress)

	OBJECTIVE	ACTIVITY	MATERIALS	DIRECTIONS
4.	The child will: Verbalize between truth and fantasy.	True or false?	None	The teacher makes general statements and asks the children to tell whether the statements are true or false. Example: "At night we go to sleep." "Cars can talk like people." "Susan is wearing a blue dress today." "We do not have books in this room."
5.	Tell about an object using descriptive words (i.e., color, size, shape, etc.).	Tell me, please!	Pictures mounted on cards	The teacher distributes cards on which pictures of one object have been mounted. The teacher asks, "Who has a picture of a hat?" The child with the corresponding picture holds the picture up before the group and describes the picture. The child is encouraged to use complete sentences and to describe the picture in as many ways as possible. Example: "This is a picture of a hat." "It is a man's hat." "The hat is black."
6.	Classify items by group (i.e., toys, cars, foods, etc.).	How many can you name?	None	Example: NAME THE TOYS. The teacher asks the child to name all the toys he can think of. When the child stops, the next child continues naming toys until he completes his list, the next child continues, etc. (May be used with cars, fruits, pieces of furniture, articles of clothing, etc.)
7.	Place story events in sequential order, orally or using simple pictures.	Story telling	Optional: simple story card pictures	The child will tell a story or relate a personal experience using sequence, such as in the story of "Little Red Riding Hood," and other familiar stories.
8.	Call familiar items by name.	What's in our room?	Classroom items	The teacher should teach the children the name of every object in the classroom. The children should identify objects by name instead of using "it" or "that." Children should be encouraged to refer to objects by name in their general conversation.

LANGUAGE

OBJECTIVE	ACTIVITY	MATERIALS	DIRECTIONS
9. The child will: Classify items by groups.	Grocery list	egg carton butter box soap container empty tin cans with labels left on	GROCERY LIST: Props (egg and milk cartons, margarine and butter boxes, soap container, empty food cans with labels, etc.) Place each item on the table as it is added to the grocery list. First child: "I went to the store to buy butter." Second child: "I went to the store to buy butter and eggs." Third child: "I went to the store to buy butter, eggs and milk." Etc. This game may be played with individual or group response. The children may wish to play this game without props. GROCERY STORE: Three containers or props are displayed. The teacher says, "This is a grocery shelf and I have three things. What are they?" Children name objects. Teacher: "Good. Now turn around and look at this side of the room; don't look back. Now, tell me the things we put on the grocery shelf. What was first? What was second? What was third? Good. Now we will change the groceries and shop again." (Sequence of props may be changed or the props varied.)
10. Relate from oral stories what happened next, before, after, etc.	Story telling	Picture	The teacher takes a picture and extends storytelling to a three-step sequence by asking a child to tell what happened before and after the picture. Ask them to imagine what happened before the scene depicted, then imagine what happened after the incident shown in the picture.
11. Tell or illustrate his own story from pictures he selects.	Picture book	A series of pictures or crayons and paper	The teacher helps the children collect pictures that can be put together to tell a story. The children may draw their own pictures for a story. The children help arrange the pictures in a story sequence and tell the story using the pictures. The story may be written down. Place the picture stories in book form or in a scrap book and have available for children's use.
12. Point to pairs of pictures with opposite meanings and tell how they are alike or different.	Tell me why	Pairs of pictures	The teacher shows pairs of pictures and asks how they are opposite or alike. Example: ice cream and lemons (sweet and sour) (both can be eaten) elephant and kitten (big and small) (both are animals) man and baby (older and younger) (both are people)

OBJECTIVE	ACTIVITY	MATERIALS	DIRECTIONS
13. The child will: Give the opposite word.	Game of opposites	None	The teacher says one word and the child or children give the opposite word: Example: Teacher — Child Up — Down Large — Small Day — Night Before — After Back — Front Big — Little Open — Close Stop — Go Light — Dark Heavy — Light Right — Wrong High — Low Soft — Hard High — Low Wide — Narrow Hello — Good-bye Quiet — Loud Tall — Short Yes — No Smile — Frown Extended activity: Have the child use the word in a sentence.
14. Give directions for getting from home to school.	Giving directions	Large wall map of school neighborhood	(1) The child gives directions for getting from his home to the school. (2) On a large wall map of the school neighborhood (showing streets and major landmarks), the children show the way they come from home. (3) The child is encouraged to tell about buildings, signs and other things he notices on his way to and from school.
15. Follow one-step oral directions.	Following directions	Box Pencil Art paper Crayons	(1) Place a box on the floor of the classroom. Ask the children to listen closely and follow the directions. Example: "Walk around the box, Mary." "Look under the box, Tom." "Put the pencil in the box, Joe." "Susan, jump over the box." "Mary, look into the box." (2) The teacher asks the children to draw a house on their paper; color it brown; draw a tree next to the house; color it green; draw a boy next to the tree.

LANGUAGE

OBJECTIVE	ACTIVITY	MATERIALS	DIRECTIONS
16. The child will: Physically follow oral directions.	What am I doing?	None	The teacher calls out directions to children, i.e., "Look up; stoop down; raise your right hand; jump to your right; put your left hand on your right knee." The children follow directions. Variation: The children tell what they are doing, such as: "I am looking up." "I am stooping down." Etc., as they follow directions.
17. Point to top-bottom, left-right, upper-lower, middle-side of a square.	Show me!	Large sheet of butcher or shelf paper 20-30 feet long Two empty boxes Eraser	(1) The teacher draws on the long sheet of butcher or shelf paper five or six large, separate squares; space the squares so that a child can sit in front of each square. The teacher gives directions to the children sitting in front of the individual squares. Example: "Show me the top of the square. Point to the bottom of the square. Point to the right side of the square. Show me the lower part of the square." Etc. (2) The children use the two boxes and eraser to follow directions in placement of the eraser in, on, under, next to, behind the box or boxes. (3) The children invent in-out; up-down; over-under demonstrations. Encourage the use of complete sentences. Example: "My arm is over my head." "The book is in the box."
18. Repeat rhyming words heard in stories, poems and songs.	Rhyming words	Poetry and Rhyme Books	(1) The children repeat rhymes and sing songs in unison. (2) The children listen and learn rhymes. (Example: "Mother Goose.") (3) The teacher reads poetry to the children. Poems are meant to be heard and the children listen for rhyming sounds, the meaning or story and the rhythym of the poem. Encourage the children to talk about the poems.

OBJECTIVE	ACTIVITY	MATERIALS	DIRECTIONS
19. The child will: Respond to nose, nap, mouse, cat, dog and bunny with words that rhyme.	Let's make a rhyme	None	Rhyming Format. The teacher asks: "Can you make a rhyme? Let's see if you can finish these sentences: Find your nose, touch your _____(toes). Take a nap, put your hands in your _____(lap). The little mouse ran into his _____(house). My little cat found a funny_____(hat). The big black dog jumped over a _____(log). The little bunny looked very_____(funny)." Use motions or picture clues to encourage responses.
20. Listen to a nonsense sentence and verbalize the correction.	Nonsense story	None	Detection and Correction of Incorrect or Nonsensical Items - The teacher says, "Change my sentence. Today I am going to say some sentences with wrong or silly words in them. Listen to the sentence. If you can change it into a sentence that makes sense, raise your hand." Example: Something about you. "I'm going to tell you a silly story about yourselves. Listen very carefully and when you hear something silly, put your hand up." "Once upon a time, five children came to school. Their names were Debbie, Tony, Maria, Joe and Derrick. They were all boys and they were all 50 years old. Their teacher was an old man named Grumpy. Every day the children rode to school on a horse. When they got to school, they put on their pajamas and went to bed. When they woke up, they had supper. Then they drew books on the ceiling and took them home. When school was over, a fire engine came to get them"
21. Recognize and pick up an object from a verbal clue.	Look and tell	Tin foil plate Knitting needle Toothpick Bottle opener Pencil, Chalk Ring, Necklace	Look and Tell: The teacher puts a collection of everyday objects in the center of the table. She provides a question clue and asks the children to pick the right object. Example: tin foil plate — "What's round and shiny?" knitting needle — "What's long and sharp?" toothpick — "What's short and sharp?" bottle opener — "What do you open soda with?" pencil — "What do you write on paper with?" chalk — "What do you write on the board with?" ring — "What do you wear on your finger?" necklace — "What do you wear around your neck?"

LANGUAGE

OBJECTIVE	ACTIVITY	MATERIALS	DIRECTIONS
22. The child will: Tell logically why actions related by the teacher are performed.	Can you tell me why? What will we see if? Why do we?	None	(1) Can you tell me why... you wore boots today? — we have stop signs at corners? we pick up our games? — we keep the books on a shelf? (2) What will we see if... we go to a zoo? — we go to a grocery store? we go outside after supper? — we come to school? (3) Why do... we wash our hands? — we walk slowly with cookies on a tray? we put books back on the shelf? — we come to school?
23. Choose the picture that is different/alike in a set of four.	Which ones belong together?	A set of pictured objects that are similar but which contain at least one picture with a difference, i.e., 3 pictures of dogs, with one wearing a collar (or having a short tail, etc.)	The child looks and names the objects in a set of pictures. The child finds the picture that differs in some specific way from the others and tells how it is different. Accept any valid answer.
24. Group like pictures together and explain his selection.	Where does it belong?	Old catalogs or magazines Large sheets of paper	The Teacher prepares charts of individual rooms by pasting a picture of a living room, bedroom, kitchen, etc., on each sheet. The children cut out pictures of furniture from catalogs and magazines and match the pieces of furniture with the room in which they would probably be found, i.e., a stove in a kitchen, couch in a living room. The child should explain why he selected the location. The same procedure may be used with a doll house and doll furniture.

OBJECTIVE	ACTIVITY	MATERIALS	DIRECTIONS
25. The child will: Choose an item that does not belong in a set of pictures.	Which one does not belong?	Pictures of objects that go together with at least one picture in each category that does not belong.	(1) The teacher shows the child four pictures, three of which belong together and one which does not, i.e., chicken, rooster, chick, parakeet. She asks the child which picture does not belong and why. (2) Instead of pictures, give groupings orally and ask the child to tell which item does not belong and why. Examples: birds, bees, flies, cars; John, Mary, Bill, George; apple, hamburgers, steak, weiners; pencil, crayon, chalk, paper; shoe, boot, sock, mitten, etc.
26. Classify foods cut from magazines according to the meal they belong to.	When do we eat?	Old magazines Large sheet of paper	The child cuts pictures from magazines of all types of food, sorts the pictures according to breakfast, lunch and dinner foods and mounts them on paper in the proper category. Make certain that the children recognize and are familiar with all the different foods. Allow for overlapping categories. For example, fruit might be served at any meal; cereal is a common light evening meal as well as breakfast in some families, etc. In some homes there may be little distinction between lunch and dinner. Each child makes a booklet with one page for each meal. The cover could be a place setting with plate, knife, fork, spoon, glass and napkin.
27. Tell original stories based on topic from teacher.	Suppose	None	The teacher asks the children the following questions: "Suppose you were suddenly four inches tall... where would you go? what might happen first? Suppose you were given a magic finger. When you pointed it at any object that was green, you could change it to move as you wished. What object? What would happen? Suppose you were given a magic cap that made you invisible for one day? What would you do? How would other people respond? Would you get into trouble? Suppose you felt little bumps on your shoulder blades, and the bumps grew into wings. You could fly! Where would you go? What would you see? Would you show others what you could do or would you keep it a secret? Suppose when you were out swimming, a dolphin came to you and invited you to ride him. He takes you to the bottom of the sea and... Suppose you met a talking dog when you took your dog out for a walk. What would happen?"

LANGUAGE

OBJECTIVE	ACTIVITY	MATERIALS	DIRECTIONS
28. The child will: Practice speaking clearly and in complete sentences.	Self Introductions	Full length mirror	The teacher introduces the children individually to themselves in a full length mirror. "That is Gail Jones. Say hello, Gail! Hold out your hand to the girl in the mirror. What is she doing? Put your hand on your head; your shoulder; touch your nose. Does she do everything you do?"
29. Tell the name of his peers.	Good morning or good afternoon	None	A small group of children stand in a semi-circle. The teacher turns to the first child and says, "Good morning, Jose." Jose greets the teacher and then turns and greets the child next to him. This procedure is followed until every child has had an opportunity to greet the child next to him.
30. Interpret orally information about his own experiences.	Quiz Game	None	Simple questions are printed on pieces of paper and a child chooses one. If he is unable to answer the question, the other children help. You can have a make-believe prize, such as a "big red fire-engine" if the child answers correctly. Example: "Name five vegetables." "What nursery rhyme is about an egg?" "I went to Mr. MacGregor's garden. Who am I?" Base the questions on the children's past experiences.
31. Describe simple objects so that others can identify them.	Shopping Bag	Paper bag Small object	(1) The children sit in a circle and pass an empty bag around. As each child gets the bag, he pretends to take something from it and tells the others something about the object. (2) Each pupil, on various days, brings a small object in a paper sack and describes the hidden surprise. The pupils use words descriptive of color, size, and texture to give clues so that other pupils can guess what he has.
32. Role play every day experiences.	Going to the zoo	None	Two or more can play this game. One says, "I'm going to the zoo." The leader asks, "How are you going to get there?" He answers, "When I go to the zoo, I'm going to hop like a rabbit." He does the movement which he indicated. Each successive player answers by repeating in turn what those before him have said and adds something new.

LANGUAGE

OBJECTIVE	ACTIVITY	MATERIALS	DIRECTIONS
33. The child will: *Describe himself* accurately when looking in a mirror.	Look at me!	Full length mirror	The children stand before a full length mirror and describe themselves aloud.
34. Respond to action poems and finger plays.	Action rhyme	Poem: "Mr. Tall and Mr. Small"	MR. TALL AND MR. SMALL Bernice Wells Carlson There once was a man (Stand on tiptoes. Who was tall, tall, tall. Reach up as far as possible.) He had a friend Who was small, small, small. (Kneel and bend way down.) The man who was small (Cup hands near mouth. Look up.) Would try to call To the man who was tall, "Hello, up there!" (In high voice) The man who was tall (Stand on tiptoes.) At once would call To the man who was small, (Bend from waist.) "Hello, down there." (Use deep voice.) Then each tipped his hat (Stand straight.) And made this reply: (Tip an imaginary hat.) "Good-bye, my friend." (Look up; speak in high voice.) "Good-bye, good-bye." (Bow, and speak in deep voice.)
35. Pick up objects by sizes (small, smaller, smallest, etc.).	Size Recognition Game	10 balls of various sizes (or 10 different shapes) Box	The 10 balls are displayed. One child gets the smallest ball and puts it into a box. The next child gets the largest. Continue until all the balls are removed. Variation: Use objects of different shapes. Have boxes with different size holes (circle or square) and let child put balls or shapes into box.

LANGUAGE

OBJECTIVE	ACTIVITY	MATERIALS	DIRECTIONS
6. The child will: Answer orally (or by holding up a numeral) to a number of taps or claps (up to 10).	Number party	None	Each child chooses a number but does not tell the others which one has been chosen. The number is the child's name. He comes to the party and taps out his name or number at the door. Then he asks, "Who am I?" The children who welcome the guests, having counted the number of taps, call out, "Come in, _____." (Say the number.)
7. Count the number of bounces of a ball.	Bounce the ball	Ball	One child is in front of the group. A ball is bounced any number of times while the group watches. Someone in the group is asked how many times the ball was bounced. The one with a correct answer gets to bounce the ball.
8. Answer orally (or with numeral cards) questions concerning number of objects shown or discussed (from 1-10).	Number counter	None	Have the children answer questions using numbers. Examples: "How many fingers on one hand?" "How many eyes do you have?" "How many people on a baseball team?"

SUPPLEMENT TO LANGUAGE DEVELOPMENT
LITERATURE IN THE KINDERGARTEN

Literature has an important part to play in the child's total development. Teachers can help parents of the young child recognize that reading aloud (to the child) is a means by which the pre-reading child is led into the world of books. It is an essential and necessary part of the reading process.

Parents and teachers should acquaint themselves with the best in children's books and make use of a variety of experiences that will lead to the enjoyment of literature. A study of some of the finest children's books available on today's market is a good way to gain skill in recognizing quality. These can be used as a measuring stick for other books. The Caldecott Award books are examples of excellence. A list of these books follow.

The Caldecott Medal is named in honor of Randolph Caldecott, a prominent English illustrator of children's books during the nineteenth century. This award is presented each year to "the artist of the most distinguished American picture book for children."

The following list of books includes the award winners (capitalized and listed first) and the runners-up for each year. The date in the left hand column indicates the year in which the award was conferred. If the illustrator's name is not cited, the author illustrated his own book. The Caldecott award is given to the illustrator, not to the author of these books. If the publisher has changed, the present one is in parenthesis.

1976 WHY MOSQUITOES BUZZ IN PEOPLE'S EARS. Retold by Verna Aardema, Il. Leo & Diane Dillon, Dial.
Strega Nona by Tomie de Paola. Prentice.
The Desert Is Theirs by Byrd Baylor. Scribner.

1975 ARROW TO THE SUN by Erald McDermott. Viking.
Jambo Means Hello: Swahili Alphabet Book. Il. Tom Feelings. Dial.

1974 DUFFY AND THE DEVIL, Cornish tale retold by Harve Zemach. Illustrated by Margot Zemach. Farrar, Straus.
Three Jovial Huntsmen, adapted and illustrated by Susan Jeffers. Bradbury.
Cathedral by David Macaulay. Houghton Mifflin.

1973 THE FUNNY LITTLE WOMAN by Arlene Mosel. Illustrated by Blair Lent. Dutton.
When Clay Sings by Byrd Baylor. Illustrated by Tom Bahti. Scribner's.
Hosie's Alphabet by Leonard Baskin. Illustrated by Leonard Baskin. Viking.
Snow White and the Seven Dwarfs by Jacob Grimm. Illustrated by Nancy Ekholm Burkert. Farrar, Straus.
Anansi, the Spider: A Tale from the Ashanti. Illustrated by Gerald McDermott. Holt.

1972 ONE FINE DAY by Nonny Hogrogian. Macmillan.
If All the Seas Were One Sea by Janina Domanska. Macmillan.
Moja Means One: Swahili Counting Book by Tom Feelings. Dial.
Hildilid's Night by Arnold Lobel, illustrator. Chell Duran Ryan, author. Macmillan.

1971 STORY, A STORY by Gail E. Haley. Atheneum.
Frog and Toad Are Friends by Arnold Lobel. Harper
In the Night Kitchen by Maurice Sendak. Harper.
Angry Moon by William Sleator. Little.

1970 SYLVESTER AND THE MAGIC PEBBLE by William Steig. Simon.
Thy Friend, Obadiah by Brinton Turkle. Viking.
Coggles by Ezra Jack Keats. Macmillan.
Alexander and the Wind-Up Mouse by Leo Lionni. Pantheon.
The Judge by Harve Zemach. Farrar.
Pop Corn and Ma Goodness by Edna Mitchell Preston. Viking.

1969 THE FOOL OF THE WORLD AND THE FLYING SHIP retold by Arthur Ransome, illustrated by Uri Shulevitz. Farrar.
Why the Sun and the Moon Live in the Sky by Elphinstone Dayrell, illustrated by Blair Lent. Houghton, Mifflin.

1968 DRUMMER HOFF by Ed Emberley. Prentice-Hall.
Frederick by Leo Lionni. Pantheon.
Seashore Story by Taro Yashima. Viking.
The Emperor and the Kite by Jane Yolen, illustrated by Ed. Young. World.

1967 SAM, BANGS AND MOONSHINE by Evaline Ness. Holt.
One Wide River to Cross adapted by Barbara Emberley, illustrated by Ed Emberley. Prentice-Hall.

1966 ALWAYS ROOM FOR ONE MORE by Sorche Nic Leodhas, illustrated by Nonny Hogrogian. Holt.
Hide and Seek Fog by Alvin Tresselt, illustrated by Roger Duvoisin. Lothrop.
Just Me by Marie Hall Ets. Viking.
Tom Tit Tot by Evaline Ness. Scribner's Sons.

1965 MAY I BRING A FRIEND? By Beatrice Schenk, Illustrated by Beni Montresor. Atheneum.
Rain Makes Applesauce by Julian Scheer, illustrated by Marvin Bileck. Holiday.
The Wave by Margaret Hodges, illustrated by Blair Lent. Houghton, Mifflin.
A Pocketful of Cricket by Rebecca Caudill, illustrated Evaline Ness. Holt.

1964 WHERE THE WILD THINGS ARE by Maurice Sendak. Harper.
Swimming by Leo Lionni. Pantheon.
All in the Morning Early by Sorche Nic Leodhas. Holt.
Mother Goose and Nursery Rhymes by Phillip Reed. Atheneum.

1963 THE SNOWY DAY by Ezra Jack Keats. Viking.
The Sun Is a Golden Earring by Bernarda Bryson. Holt.
Mr. Rabbit and the Lovely Present by Maurice Sendak. Harper and Row.

1962 ONCE A MOUSE by Marcia Brown. Scribner.
The Fox Went Out on a Chilly Night by Peter Spier. Doubleday.
Little Bear's Visit by Maurice Sendak. Harper.
The Day We Saw the Sun Come Up by Adrienne Adams. Scribner.

1961 BABOUSHKA AND THE THREE KINGS by Ruth Robbins, illustrated by Nicolas Sidjakov. Parnassus Press.
Inch by Inch by Leo Lionni. Obolensky.

1960 NINE DAYS TO CHRISTMAS by Marie Hall Ets and Aurora Labastida. Viking.
Houses From the Sea by Alice E. Goudey, illustrated by Adrienne Adams. Scribner.
Moon Mumpers by Janice May Udry, illustrated by Maurice Sendak. Harper.

1959 CHANTICLEER AND THE FOX, edited and illustrated by Barbara Cooney. Crowell.
The House that Jack Built by Antonio Frasconi. Crowell.
What Do You Say, Dear? by Sesyle Joslin, illustrated by Maurice Sendak. W. R. Scott.
Umbrella by Taro Yashima. Viking.

1958 TIME OF WONDER by Robert McCloskey. Viking.
Fly High, Fly Low by Don Freeman. Viking.
Anatole and the Cat by Eve Titus, illustrated by Paul Galdone. Whittlesey.

1957 A TREE IS NICE by Janice May Udry. Illustrated by Marc Simont. Harper.
Mr. Penny's Race Horse by Marie Hall Ets. Viking.
1 is One by Tasha Tudor. Oxford.
Anatole by Eve Titus, illustrated by Paul Galdone. Whittlesey.
Gillespie and the Guards by Benjamin Elkin, illustrated by James Daugherty. Viking.
Lion by William Pene du Bois. Viking.

1956 FROG WENT A-COURTIN' by John Langstaff, illustrated by Feodor Rojankovsky. Harcourt, Brace.
Play with Me by Marie Hall Ets. Viking.
Crow Boy by Taro Yashima. Viking.

1955 CINDERELLA by Charles Perrault, illustrated by Marcia Brown. Harper.
Book of Nursery and Mother Goose Rhymes compiled and illustrated by Marguerite de Angeli. Doubleday.
Wheel on the Chimney by Margaret Wise Brown, illustrated by Tibor Gergely. Lippincott.

1954 MADELINE'S RESCUE by Ludwig Bemelmans. Viking.
Journey Cake, Ho! by Ruth Sawyer, illustrated by Robert McCloskey. Viking.
When Will the World Be Mine? by Miriam Schlein, illustrated by Jean Charlot. William R. Scott.
The Steadfast Tin Soldier translated by M. R. James, adapted from Hans Christian Andersen and illustrated by Marcia Brown. Scribner.
A Very Special House by Ruth Krauss, illustrated by Maurice Sendak. Harper.
Green Eyes by Abe Birnbaum. Capitol.

1953 THE BIGGEST BEAR by Lynd Ward. Houghton, Mifflin.
Puss in Boots told and illustrated by Marcia Brown. Scribner.
One Morning in Maine by Robert McCloskey. Viking.
Ape in a Cape by Fritz Eichenberg. Harcourt, Brace.
The Storm Book by Charlotte Zolotow, illustrated by Margaret B. Graham. Harper.
Five Little Monkeys by Juliet Kepes. Houshton, Mifflin.

1952 FINDERS KEEPERS by Will (Lipkind), illustrated by Nicolas (Mordvinoff). Harcourt, Brace.
Mr. T. W. Anthony Woo by Marie Hall Ets. Viking.
Skipper John's Cook by Marcia Brown. Scribner.
All Falling Down by Gene Zion, illustrated by Margaret B. Graham. Harper.
Bear Party by William Pene du Bois. Viking.
Feather Mountain by Elizabeth Olds. Houghton, Mifflin.

1951 THE EGG TREE by Katherine Milhous. Scribner.
Dick Whittington and His Cat told and illustrated by Marcia Brown. Scribner.
The Two Reds by William (Lipkind), illustrated by Nicolas (Mordvinoff). Harcourt, Brace.
If I Ran the Zoo by Theodor Geisel (Dr. Seuss). Random House.
T-Bone the Baby Sitter by Clare Turlay Newberry. Harper.
The Most Wonderful Doll in the World by Phyllis McGinley, illustrated by Helen Stone. Lippincott.

1950 SONG OF THE SWALLOWS by Leo Politi. Scribner.
America's Ethan Allen by Stewart Holbrook, illustrated by Lynd Ward. Houghton, Mifflin.
The Wild Birthday Cake by Lavinia R. Davis, illustrated by Hildegard Woodward. Doubleday.
Happy Day by Ruth Krauss, illustrated by Marc Simont. Harper.
Henry--Fisherman by Marcia Brown. Scribner.
Bartholomew and the Oobleck by Theodor S. Geisel (Dr. Seuss). Random House.

1949 THE BIG SNOW by Berta and Elmer Hader. Macmillan.
Blueberries for Sal by Robert McCloskey. Viking.
All Around the Town by Phyllis McGinley, illustrated by Helen Stone. Lippincott.
Juanita by Leo Politi. Scribner.
Fish in the Air by Kurt Wiese. Viking.

1948 WHITE SNOW, BRIGHT SNOW by Alvin Tresselt, illustrated by Roger Duvoisin. Lothrop.
Stone Soup told and illustrated by Marcia Brown. Scribner.
McElligot's Pool by Theodor S. Geisel (Dr. Seuss). Random House.
Bambino the Clown by George Schreiber. Viking.
Roger and the Fox by Lavinia R. Davis, illustrated by Hildegard Woodward. Doubleday.
Song of Robin Hood edited by Anne Malcolmson, illustrated by Virginia Lee Burton. Houghton, Mifflin.

1947 THE LITTLE ISLAND by Golden MacDonald, illustrated by Leonard Weisgard. Doubleday.
Rain Drop Splash by Alvin R. Tresselt, illustrated by Leonard Weisgard. Lothrop.
Boats on the River by Marjorie Flack, illustrated by Jay Hyde Barnum. Viking.
Timothy Turtle by Al Graham, illustrated by Tony Palazzo. Robert Welch (Viking).
Pedro, Angel of Olvera Street by Leo Politi. Scribner.
Sing in Praise by Opal Wheeler, illustrated by Marjorie Torrey. Dutton.

1946 THE ROOSTER CROWS by Maud and Miska Petersham. Macmillan.
Little Lost Lamb by Margaret Wise Brown, illustrated by Leonard Weisgard. Doubleday.
Sing Mother Goose music by Opal Wheeler, illustrated by Marjorie Torrey. Dutton.
My Mother Is the Most Beautiful Woman in the World by Rebecca Reyhor, illustrated by Ruth C. Gannett. Lothrop.
You Can Write Chinese by Kurt Wiese. Viking.

1945 PRAYER FOR A CHILD by Rachel Field, pictures by Elizabeth Orton Jones. Macmillan.
Mother Goose compiled and illustrated by Tasha Tudor. Oxford.
In the Forest by Marie Hall Ets. Viking.
Yonie Wondernose by Marguerite de Angeli. Doubleday.
The Christmas Anna Angel by Ruth Sawyer, illustrated by Kate Seredy. Viking.

1944 MANY MOONS by James Thurber. Illustrated by Louis Slobodkin. Harcourt, Brace.
Small Rain text arranged from the Bible by Jessie Orton Jones, illustrated by Elizabeth Orton Jones. Viking.
Pierre Pidgeon by Lee Kingman, illustrated by Arnold Edwin Bare. Houghton, Mifflin.
Good-Luck Horse by Chih-Yi Chan, illustrated by Plato Chan. Whittlesey.
Mighty Hunter by Berta and Elmer Hader. Macmillan.
A Child's Good Night Book by Margaret Wise Brown, illustrated by Jean Charlot. William R. Scott.

1943 THE LITTLE HOUSE by Virginia Lee Burton. Houghton, Mifflin.
Dash and Dart by Mary and Conrad Buff. Viking.
Marshmallows by Clare Turlay Newberry. Harper.

1942 MAKE WAY FOR DUCKLINGS by Robert McCloskey. Viking.
An American ABC by Maud and Miska Petersham. MacMillan.
In My Mother's House by Ann Nolan Clark, illustrated by Velino Herrera. Viking.
Paddle-to-the-Sea by Holling Clancy Holling. Houghton, Mifflin.
Nothing at All by Wanda Gag. Coward-McCann.

1941 THEY WERE STRONG AND GOOD by Robert Lawson. Viking.
April's Kittens by Clare Turlay Newberry. Harper.

1940 ABRAHAM LINCOLN by Ingri and Edgar P. d'Aulaire. Doubleday.
Cock-a-Doodle-Doo by Berta and Elmer Hader. Macmillan.
Madeline by Ludwig Bemelmans. Simon & Schuster.
The Ageless Story by Lauren Ford. Dodd, Mead.

1939 MEI LI by Thomas Handforth. Doubleday.
The Forest Pool by Laura Adams Armer. Longmans, Green.
Wee Gillis by Munro Leaf, illustrated by Robert Lawson. Viking.
Snow White and the Seven Dwarfs, translated and illustrated by Wando Gag. Coward-McCann.
Barkis by Clare Turlay Newberry. Harper.
Andy and the Lion by James Daugherty. Viking.

1938 ANIMALS OF THE BIBLE, A PICTURE BOOK. Text selected from the King James Bible by Helen Dean Fish. Illustrated by Dorothy C. Lathrop. Stokes (Lippincott).
Seven Simeons by Boris Artzybasheff. Viking.
Four and Twenty Blackbirds compiled by Helen Dean Fish, illustrated by Robert Lawson. Stokes (Lippincott).

Language

Cooking in the Classroom

Cooking activities should begin with simple experiences and progress to more complex recipes. It is not necessary to actually cook with heat to have a successful cooking program.

Like all classroom interest centers, the cooking center should be a springboard to learning that touches all areas of the curriculum. If cooking activities, well planned and properly executed, are appropriate to the developmental level of the child, a recipe for fun and learning will result.

Children's books to coordinate with cooking experiences:

McCloskey, Robert, Blueberries for Sale
Sendak, Maurice, Chicken Soup With Rice
Scheer, Julian, Rain Makes Applesauce
Clark, Margery, The Poppy Seed Cakes
Hoban, Russell and Lillian, Bread and Jam
Dalgliesh, Alice, The Thanksgiving Story
Kahl, Virginia, The Duchess Bakes a Cake
Arno, Ed, The Gingerbread Man
Sawyer, Ruth, Journey Cake, Ho!
Brown, Marcia, Stone Soup
Mihous, Katherine, The Egg Tree

Children's Cookbooks:

Crocker, Betty. New Boys and Girls Cookbooks
Hawkins, Aileen, Paul, Arthur. Kids Cooking - A First Cookbook for Children
Moore, Eva. The Seabury Cookbook for Boys and Girls
Perkins, Wilma L. The Fannie Farmer Jr. Cookbook
Van der Linde, Polly and Tasha. Around the World in 80 Dishes

Free Materials:

Make Mine Peanut Butter, Best Foods, Division Corn Products Co. Home Service Dept., 717 Fifth Ave., New York, N. Y. 10017 (booklet)

From Wheat to Flour, Wheat Flour Institute, 14 East Jackson Blvd., Chicago, Ill. 60604 (booklet)

"Versatile Vegetables" - "See How They Grow"
Educational Services, Green Giant Co., 5601 Green Valley Drive, Minneapolis, Minn. 55431 (poster)

"Foods Make Us Grow." Foods Make Us Grow ITT Continental Baking Co., P. O. Box 731, Rye, New York 10580 (poster)

Recipe for a Happy Day

1 Cup of Friendly Words
2 Cups (heaping) of Understanding
4 teaspoons (heaping) of Time and Patience
Pinch of Warm Personality
Dash of Humor

Instructions for Mixing

Measure friendly words carefully, add heaping cups of understanding
Use generous amounts of time and patience
Cook on the front burner but keep temperature low, Do not boil.
Add generous dash of humor and a pinch of warm personality.
Season to taste with spice of life
Serve in individual molds.

Anonymous

Cooking in the Classroom
Without Heat

Butter

Pour a pint of whipping cream at near room temperature into a jar. Shake until the butter separates. Pour off the cream, pour ice water over the butter and drain, rinse the butter thoroughly, sprinkle lightly with salt. Spread on crackers, bread or vanilla wafers.

Candy

Candy Mints

1 box sifted powdered sugar
½ can sweetened condensed milk (Eagle Brand)
¼ tsp. peppermint extract
Few drops red food coloring
Few drops green food coloring
Walnuts or pecan halves

Blend milk into sugar. D vide mixture. Tint one pink and one green. Roll balls; put between wax paper. Flatten each ball with thumb. Decorate with pecan on top. Other colors may be used.

Easy, Easy Candy

1 box powdered sugar, sifted
2 T. cocoa (optional)
2 T. peanut butter
2 T. evaporated milk

Work together with a wooden spoon. Add more milk if necessary. Refrigerate 30 minutes and then place between sheets of waxed paper and roll to ½ inch thick. Cut into squares.

Dry Cereal

Taste the different cereals. Listen to the sounds they make as you put on the milk.

Coconut

Puncture the shell through the "eyes" to pour out and taste the milk. Break or saw the shell and taste the meat. If you want to use the meat of the coconut in a recipe, heat the pierced unbroken coconut for 30 minutes in a 350° oven, break shell and then pare off the brown skin of the meat inside, grate and use.

Cookies

No-Bake Cookies

1/8 cup cocoa
1 cup sugar
1/4 cup milk
1/4 cup margarine

Boil for 2 minutes

Then add:
1/4 cup peanut butter
1 cup instant oatmeal

Lastly, drop cookie dough by teaspoon to a cookie tray. Makes 24 cookies.

Uncooked Oatmeal Cookies

3/4 cup sugar
2/3 cup butter (softened)
1 T. water
1/2 tsp. vanilla
2 cups uncooked oatmeal

Cream butter and sugar. Add other ingredients. Blend in 2 cups quick uncooked oatmeal and roll in powdered sugar.

Orange Juice

Allow ½ orange per child for him to "make" his own juice. Use squeezer bowls.

Pineapple

Taste fresh, frozen and canned pineapple in many forms: juice, slices, chunks, or crushed. Don't forget the fun of putting the stem end of the fresh plant into dirt for sprouting.

Lemonade

In pitcher stir ½ cup sugar and ½ cup hot water. Add juice of 2 or 3 lemons and 1 quart cold water. Add ice cubes.

Sandwiches

Allow the children to make their own sandwich. They love making peanut butter and jelly ones.

Celery

Clean celery and spread with peanut butter or cheese.

Eggs

Crack a raw egg and a hard-boiled egg. Use to elicit conversation. Spin the eggs and have the children note the difference.

Freezer Ice Cream

4 eggs
2½ cups sugar
6 cups milk
4 cups light cream
2 T. vanilla
½ tsp salt

Beat eggs with rotary beater until light. Add sugar gradually, beating until mixture thickens. Add remaining ingredients, mix thoroughly. Freeze in an ice cream freezer. Makes 1 gallon.

Bread

Cinnamon Toast

Butter bread, sprinkle on a mixture of cinnamon and sugar. Place under broiler until brown. OR toast a piece of bread; butter while hot and sprinkle with cinnamon and sugar.

Cheese Toast

Place a slice of cheese on a piece of bread. Place under broiler and let cheese melt.

Egg in a Hole

Cut a hole in the center of a piece of bread. Place in skillet with small amount of oil that has been heated. Break an egg in the middle of the hole. Let cook and then turn over.

French Toast

Break egg into bowl. Add milk, sugar and cinnamon. Mix well. Place bread in mixture, be sure both sides of bread have been covered with mixture. Place in greased skillet, brown each side.

Yeast Bread (Bride's No-Fail Rolls!)

1 pkg. dry yeast
1 cup warm water
2 eggs, beaten
1/3 cup sugar
1 T. salt
1/3 cup oil
3½ cups flour

Dissolve yeast in warm water. In large bowl mix eggs and sugar. Add salt and oil. Add dissolved yeast. Mix in flour 1 cup at a time, stir well. Cover bowl with cloth. Let rise until double in size. Punch to let air out. Make into small loaves of bread or rolls. Cover and let rise until double in size. Bake in 400° oven for 10-15 minutes. Makes 2-3 dozen.

Biscuits

2 cups flour
2 T. butter
2/3 cup milk (plus 2 T. if needed)
2 tsp. baking powder
1 tsp. salt

Rub butter into flour, baking powder, and salt mixture with fingertips. Add milk; stir. Mixture will be stiff. Divide dough and roll into a ball. Flatten on a cookie sheet. Bake at 425° for 8-10 minutes.

Piki Bread (As Hopi Indians make it)

Mix corn meal with water to form soft batter. Heat a lightly oiled skillet. Spread batter thinly over hot skillet. It cooks instantly. Roll or fold and butter to eat.

Corn Tortillas

Follow instructions on a small box of Masa Harina.

Banana Bread

3 cups cake flour
1 tsp. soda
1 cup shortening
2 cups sugar
3/4 cup milk
1-1/2 cups mashed bananas

Sift together flour and soda. Cream shortening until light and fluffy. Add sugar gradually and cream thoroughly. Add 2 Tbsp. of milk and the eggs. Add dry ingredients and the remaining milk alternately beating thoroughly after each addition. Fold in mashed bananas. Pour into 4 small loaf pans. Bake at 350° for 40-50 minutes.

Pancakes

2 cups flour
4 tsp. baking powder
½ tsp. salt
1½ cups milk
1 egg
5 T. cooking oil

Sift flour, baking powder and salt, then add remaining ingredients. Drop by tablespoons onto preheated lightly oiled griddle. Can also use pancake or biscuit mix to make dollar-sized pancakes, just follow instructions on box.

Biscuits in a Can

Donuts

To make donuts, cut a hole in the biscuit and fry in hot grease, drain, then dip into glaze made of water and powdered sugar. Eat while hot!

Luncheon Pizzas

Flatten biscuits to 3 inch rounds and put on cookie sheet. Brush tops with 1-2 drops of salad oil. Sprinkle 1 tsp. catsup and a few grains of oregano on each. Top with 3 pieces of pepperoni and sprinkle with cheese. Bake at 450° for 8-10 minutes.

Cinnamon Rolls

Roll out the biscuit. Spread soft magarine on top, then sprinkle with a sugar and cinnamon mixture. Roll from one side to the other. Place on an ungreased baking sheet and bake them 8-10 minutes at 425°.

Pigs in a Blanket

Flatten biscuit, cut wide strips and roll around a hot dog. Bake at 425°.

Regular Biscuits

Just bake as directed on can.

Cherry Tarts

Flatten each biscuit with fingers to make a thin round pastry. Place about 1 tsp. cherry preserves or canned pie cherries and a dab of margarine on one side of the biscuit. Fold the remaining dough over the cherries so that you have a half-circle. Crimp the edges with a fork. Make small slits in top with a plastic knife to allow steam to escape. Bake at 400° until brown.

Gingerbread Boys

5½ cups flour	1 cup shortening
1 T. baking soda	1 cup sugar
2 tsp. baking powder	1 egg
1 tsp. salt	½ tsp. vanilla
1 tsp. ginger	1 cup dark molasses
1 tsp. cinnamon	½ cup strong coffee (hot)

Sift and set aside flour, soda, baking powder, salt, ginger, and cinnamon. Cream: shortening and sugar gradually. Beat egg and vanilla until light. Add to sugar mixture. Add molasses and coffee. Now add the sifted dry ingredients. Mix well. Chill. Roll ¼ inch on floured board. Cut gingerbread boys with a cutter. Bake at 400° for 8-10 minutes.

Seeds

Peanut Butter

Place 2 cups shelled, salted, raw peanuts in the blender. Chop until smooth, add a dash of salt. Yields 1¼ cups of peanut butter.

Popcorn

Use an electric popper or electric skillet with a glass lid. You will need popcorn, cooking oil, salt.

Carmel Corn

Melt: 2 T. Butter
6 T. Sugar
Add: ½ cup popcorn

Shake until corn pops.

Toasted Pumpkin Seeds

Wash the pumpkin seeds, picking off the strings. Then brown the seeds in about 2 T. margarine, stirring constantly. Sprinkle generously with salt.

Cereals

Oatmeal

Prepare oatmeal as directed on the box. Let children add their own milk, sugar, or butter.

Fruits

Applesauce

Wash, peel, quarter and core 8 medium apples. Add water about ½ inch deep in cooking container. Cover tightly and bring to a boil (about 5 minutes). Turn down heat and simmer until tender. Stir in about ½ cup of sugar to taste. Sprinkle with cinnamon.

Miscellaneous Foods

Chicken with Rice Soup

8 cups seasoned chicken soup
1 cup chopped celery
½ cup rice

Heat broth and add chopped celery. Cook until tender. Add rice and cook until fluffy and tender. Cool and serve in paper cups with toast or crackers.

Cakes

Poppy Seed Cakes

1 cup butter or margarine
½ cup sugar
2 cups flour
poppy seeds

Blend butter, sugar, and flour with fingers. Roll into small balls the size of a walnut. Flatten each ball slightly with a floured spoon. Sprinkle cakes with poppy seeds. Bake in a slow oven at 300°, until lightly brown around the edge.

Cake Mixes

Ice Cream Cone Cakes

All types of cake mixes (or brownie mixes) are good to use. Pour cake batter into flat-bottomed waffle ice cream cones, filling a scant half full. Set on baking pan and bake 15-18 minutes. Cool and frost.

Blueberry Cupcakes

1 pkg. frozen blueberries
1 pkg. muffin mix

Mix cupcakes according to directions on package. Pour batter into foil muffin cups. Fill only ½ full. Bake in classroom by using an electric fry pan. Place foil cups on wire rack in fry pan and cover while baking.

Vegetables

Green beans, carrots, potatoes, squash, etc., can be cooked in salted water until tender, and then add butter. Eat bits of these raw: celery, beans, carrots, turnips, cauliflower, Irish potatoes, lettuce, spinach, etc. Also examine vegetables in their canned and frozen forms.

Quick Vegetable Soup

After discovering qualities of individual vegetables, it is great fun to combine them in the children's own soup. Let them wash the vegetables and then chop the peeled potatoes, carrots, celery, turnips, cabbage, green beans, corn or whatever. These raw vegetables can be added to a dried vegetable soup mix or a beef broth made with a soup bone.

GROSS MOTOR

Movement is natural to children. Through development of the skills of movement, the child realizes the potential of his own body, what it can accomplish, and what its limitations are.

Gross motor activities provide ample opportunity to move, explore, manipulate, and discover--with the added bonus of being fun!

An excellent resource guide (Curriculum Bulletin 75CBM7) for the development of gross motor skills has been developed by the HISD Physical Education Department under the supervision of Martha Watson and her staff. It is recommended that all kindergarten teachers make use of this Curriculum Bulletin as an aid to gross motor development in the classroom. Other bulletins available include:

75CBM52, Teaching in the Kindergarten
71CBM5, Music K-1
71CBM2, Art K-3